

Teacher Notes

Unit of work: Using visual and multimodal texts to promote rail safety

1. Overview

The TrackSAFE Education high school resources are designed to help young people learn how to be safe, active, responsible citizens on and around the rail network.

Each unit of work takes a capabilities-based approach to rail safety. We assume that every student has resources within them that can be used to manage safe outcomes for themselves and others on and around the rail network.

The unit of work is designed to be integrated into existing school curriculum programs and provide differentiated materials that:

- identify prior knowledge, skills and/or attitudes;
- help bring in new ideas, relate these ideas and then extend these ideas in ways that make a difference for others; and
- provide feedback on learning through a student self-assessment and an assessment of learning.

A table has been provided at the back of this document to assist you with matching the lessons with the relevant Australian Curriculum content descriptions.



Teacher Alert

Please be aware that this unit may involve the discussion of incidents on the rail network that cause serious injury or death. It is possible there will be students in your class with first-hand experience of such issues, and discretion is advised. It is recommended that students' individual circumstances are taken into account wherever possible.

2. What's included in this unit of work (zip file)

1. Teacher notes
2. Lesson plans x 3
3. Resources
4. Assessments & evaluation
5. Information for parents & carers

1. **Teacher notes** with instructions and suggested learning pathways (this document).

2. **Lesson plans x 3** with differentiated activities for Years 9 & 10 English.

Lesson 1: Bringing in ideas about the use of evaluative language in visual and multimodal texts

1.1 Define terms

1.2 Identify the evaluative language used to express an opinion or point of view in a visual or multimodal text

Lesson 2: Connecting ideas about the use of evaluative language in visual and multimodal texts

2.1 Compare texts used to promote rail safety

2.2 Analyse a visual or multimodal text for evaluative language features used to express an opinion on rail safety

Lesson 3: Extending ideas about the use of evaluative language in visual and multimodal texts

3.1 Justify a claim about a local rail safety issue

3.2 Create an imaginative, informative and persuasive multimodal campaign for a rail safety issue in your local community

3. **Resources** which scaffold the learning or provide additional guidance to teachers.

- Media and Multimodal Texts
- Question Prompts for Analysing Visual and Multimodal Texts
- Video and Poster Resources
- Sample Poster (Visual Text) Analysis
- HookED Hexagon Template
- HookED DESCRIBE++ Map

We recommend encouraging students to visit the high school student section of our website www.tracksafeeducation.com.au/students/high, designed to assist students with

research and provide further interaction with the rail safety messages. You will find a variety of Media and Multimodal Resources in the Media Library.

4. Assessments & evaluation to analyse how learning occurs, and for us to check that materials are suitable for students and schools.

PDF copies have been provided, and can be sent to us securely via our '[upload assessment records](#)' button. Alternatively all are available to submit directly online via the links below.

Completing and sharing the assessment(s) and evaluation with us is voluntary, so to thank you for your contribution to TrackSAFE Education just [register](#) and we'll send you participation certificates and giveaways for your students.

- [Student self-assessment](#) (Note: teacher will not see results if using online version) This assessment is both an assessment for learning (formative assessment) and assessment of learning (summative assessment). It is designed to quickly determine students' level of rail safety knowledge and skills prior to; at the end of; and approximately one term after completing a TrackSAFE Education unit of work or lesson. It helps us to see how the lessons impact the students participating.
- [Assessment of learning](#) This assessment is designed to quickly determine students' level of rail safety knowledge, skills and attitudes. It can be used as an assessment of learning (summative assessment) on completion of a TrackSAFE Education unit of work or lesson. You can complete the assessment based on your observations of the whole class.
- [Program evaluation](#) Have your say! This 5 minute evaluation is designed to be completed at the end of delivering a whole TrackSAFE Education unit of work. It is voluntary, anonymous, and your participation is gratefully appreciated to help us continually improve our program.

5. Information for parents and carers to involve them as part of a whole school approach to rail safety.

- Letter to parents and carers
- Photo/video/student work permission slip

Should you need any guidance with using any component of the unit of work or rail safety learning process, please email us at info@tracksafeeducation.com.au for assistance. You can access our whole range of [resources](#) and read the [FAQs](#) at tracksafeeducation.com.au.

3. Suggested learning pathways

3 to 5+ hours of learning is recommended in order to challenge and extend student thinking and provide opportunities for student action. The guide below is provided to help you plan, and to choose a learning pathway and relevant lessons to suit you and your students. A checklist is provided: you can tick off each task as you go.

Preparation	<input type="checkbox"/> Read Teacher notes, review and select lessons, resources & assessments. <input type="checkbox"/> Schedule the lessons into your program over a number of days or weeks. <input type="checkbox"/> Check prior knowledge, skills & attitudes via the student self-assessment . <input type="checkbox"/> Book an incursion from one of our partner organisations (optional). <i>(Note: Incursions are not available in all areas and are not related to this unit of work, so can be done at any time before, during or after this unit).</i> <input type="checkbox"/> Send home permission slips and letter to parents/carers.		
Suggested timeframe	5+ hour pathway (best)	4+ hour pathway (better)	3+ hour pathway (good)
1st hour	Lesson 1.1	Lesson 1.2	Lesson 2.2
2nd hour	Lesson 1.2	Lesson 2.2	Lesson 3.2
3rd hour	Lesson 2.1	Lesson 3.2	
4th hour	Lesson 2.2		
5th hour	Lesson 3.1		
On completion	<input type="checkbox"/> Check change in knowledge, skills or attitudes via the student self-assessment . <input type="checkbox"/> Analyse change via the assessment of learning <input type="checkbox"/> Use your usual assessment tool to assess within the English curriculum. <input type="checkbox"/> Share your thoughts via the program evaluation . <input type="checkbox"/> Promote your school's involvement by uploading student work/photos/videos .		
Follow up	<input type="checkbox"/> Check retention of knowledge, skills or attitudes via the student self-assessment (schedule in your calendar for approximately one term after completion).		

Key:

Lessons designed to bring in ideas	Lessons designed to connect ideas	Lessons designed to extend ideas
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4. A note about safety education

To be successful, school-based safety education needs to scaffold deep understanding. Experts recommend students should be exposed to safety lessons within their normal curriculum over a period of time. Traditional methods of teaching safety to students, such as industry or teacher-led presentations; one-off lessons; providing information or short videos in isolation; or using scare tactics are for the most part ineffective in that they do not affect young people's long-term attitudes and behaviours towards safety (Raftery and Wundersitz, 2011; McKenna, 2010).

The design of this program is based on the most recent research and understanding on how students learn and the most effective pedagogies in safety related teaching and learning (Chamberlain and Hook 2013). For more information as well as a comprehensive reference list, see '[why teach rail safety](#)'.

5. Promote your school's involvement

To promote your school's involvement with TrackSAFE Education, and to help us to let other teachers know about our resources, you can send us photos and videos of your students doing our lessons, or even samples of their work. We can showcase your school and your students' achievements on our website, newsletter or social media.*

Promoting your school's involvement is voluntary, so to thank you for your contribution to TrackSAFE Education we'll send you participation certificates and giveaways for your students: just register on our [feedback and giveaways](#) page.

Click on our secure '[upload student work](#)' button to send us your files. You can even send them to us a whole class at a time - just create a .zip file before uploading.

You can provide student work in any of the following file types:

Document (.pdf or .doc) e.g. scanned creative writing task; scanned hand drawn poster/booklet; report; letter

Image (.jpg or .gif) e.g. photos of students holding up their work; photo taken by a student; photo of art piece or drama action shot

Video clip (.mov or .mp4) e.g. student produced movie; video of students acting a drama piece

Audio clip (.wmv or .mp3) e.g. recording of song; speech; reading task

Remember to include your school name and each student's first name in the file name so we can attribute their work to them or write a caption.

**Please note: It is your responsibility to ensure you have parental consent to capture and share images of your students and their work. We have provided a permission slip to assist you with seeking parental consent. No records or liability will be held by TrackSAFE.*

6. Australian Curriculum: English F-10 Content Descriptions

Strand and sub-strand	Content descriptions	Elaborations and links to lessons
Language: Language for interaction	Year 9: Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	Comparing texts (about rail safety) that use evaluative language in different ways. (Lessons: 1.2, 2.1)
	Year 10: Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Explain why different evaluative language features are used in a visual or multimodal text to communicate messages about rail safety. (Lesson: 1.2)
Language: Expressing and developing ideas	Year 9: Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	Identifying the use of symbols in visual and multimodal texts (about rail safety) and how these contribute to the viewers' understanding of the texts. (Lesson: 2.2)
	Year 10: Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	Experimenting with aspects of multimodal texts to establish the impact of evaluative/persuasive architecture. (Lesson: 3.2)
Literacy: Interacting with others	Year 9: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Use graphics and text animations to accompany spoken text to create a humorous "infotainment item" focused on rail safety. (Lessons: 2.2, 3.2)
	Year 10: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and	Use assumptions about listeners, viewers and readers to try to position them to accept a particular point of

Strand and sub-strand	Content descriptions	Elaborations and links to lessons
	multimodal elements to influence a course of action (ACELY1751)	view about a rail safety issue in your local community. (Lesson: 3.1)
Literacy: Interpreting, analysing and evaluating	Year 9: Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	Identifying and commenting on the author's approaches and use of techniques, design, form and style in a visual or multimodal text about rail safety. (Lessons: 1.1, 1.2, 2.1)
Literacy: Creating texts	Year 9: Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	Creating informative and argumentative texts with explanations, details and evidence about a rail safety issue for young people. (Lessons: 3.1, 3.2)
	Year 9: Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	Checking for run-on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs. (Lessons: 3.1, 3.2)
	Year 9: Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	Apply word processing functions (including outlining, standard styles and indexing) to create a multimodal text for a specific rail safety need in the local community. (Lesson: 3.2)
	Year 10: Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon	Presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of the arguments; structuring the texts to

Strand and sub-strand	Content descriptions	Elaborations and links to lessons
	challenging and complex issues (ACELY1756)	provide a major point for each paragraph with succinct elaboration; and concluding with a summary of the main issues or recommendations in an argument. (Lessons: 3.1, 3.2)
	Year 10: Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects (ACELY1757)	Reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience. (Lessons: 3.1, 3.2)
	Year 10: Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	Designing a webpage to support a multimedia campaign for a specific rail safety need in the local community. (Lesson: 3.2)

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